

Tribal Survival: Native Americans

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OVERVIEW: Native Americans, with a focus on the Eastern Woodlands Indians. This lesson introduces the concept that Indians adapted to the areas of the American continents in which they were located. It also includes web applications for facilitating the study and comparison of the different Indian tribes, their rituals, daily lives, and their impact on the Europeans who came later to the continent.

Grades: 3 - 5

Time Allotment: Two or three 45 minute sessions

Learning Objectives:

The student will be able to:

- identify natural resources necessary for the survival of Native Americans in the Eastern Woodlands Region of the United States.
- explain how geographic and climatic factors influenced the lives of various Indian tribes.
- use historical analysis skills and organize information to compare the different factors affecting the lives of Indians in the United States, using primary sources such as artifacts, photographs, documents and art.

The student will use the Internet to:

- collect information about the history, art, shelter and daily life of different American Indian tribes.
- locate Native American group settlements in different geographic regions of the United States.
- communicate with a keypal in another region of the United States for the purpose of information exchange and comparison and contrast.
- participate in a telefield trip to an American Indian Museum.

Standards:

The objectives listed above may be used to address the following Virginia Standards of Learning available at <http://www.pen.k12.va.us/go/Sols/historysol2001.doc> Va. SOLs History 2.3, 3.3, 4.1, 4.7, 5.1; English 5.7; Computer/Technology 5.4

History 2.2 The student will compare the lives and contributions of American Indians (First Americans), with emphasis on the Powhatan of the Eastern Woodlands, the Sioux of the Plains, and the Pueblo people of the Southwest.

Virginia Studies:

VS.2 The student will demonstrate knowledge of the geography and early inhabitants of Virginia by

- a) locating Virginia and its bordering states on maps of the United States;
- d) locating three American Indian (First American) language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;

- e) describing how American Indians (First Americans) adapted to the climate and their environment to secure food, clothing, and shelter.

VS.3 The student will demonstrate knowledge of the first permanent English settlement in America by

- g) describing the interactions between the English settlers and the Powhatan people, including the contributions of the Powhatans to the survival of the settlers

Media Components:

Video:

United Streaming Video: *Native Americans: People of the Forest*

VHS Video: (If United Streaming Video is not available) *Native American Series #104, Indians of the Southeast*

Native American Series # 101, 102, 103, 105 (Extensions)

Computer with Internet and email access

Email software

Internet Web Sites:

- http://www.baylink.org/Pamunkey/2fr_potters.html *Pamunkey Potters*

This site shows examples of Pamunkey Indian pottery. The viewer should look at the following potters and their works to see examples of Pamunkey Indian picture-writing: Martha B. Goldstein, Daisy Stewart Bradby, Bernice B Langston, Ida P. Miles. The story of Pocahontas and John Smith can be viewed on several pieces.

- <http://www.mnsu.edu/emuseum/prehistory/settlements/index.shtml> *Native American Shelters*

This site allows the viewer to identify differences in Native American shelters, depending on their location around the United States. By choosing a location or region on an interactive map of the United States, a new site opens with pictures and information about the homes and natural resources needed to build in a particular region.

- <http://www.apva.org/history/index.html> *Jamestown Fort: Rediscovered*

This site allows the viewer to explore the history behind the first permanent English settlement in the New World and the archaeological search and discovery for its remains. The exhibit examines the reasons for the settlement's location, the obstacles the explorers encountered, and the very people that overcame these challenges.

Materials:

Per Class:

- 7 sacks (paper or fabric) each with a different object used by Native Americans for survival: a coil of basket-making reed or a small basket, a ball of clay or a small clay bowl, a piece of bamboo, a rock, an ear of corn, a piece of animal hide, a bone, and a shell.
- Transparency of the "Survivor" game sheet
- chart of Native American picture writing examples translated to English words. (Pamunkey Picture Writing)
- Computer lab with Internet access, or a computer station that students can rotate through to collect their information.

- computer disks for information storage
- watered-down brown tempera paint in a bowl
- newspaper to cover painting center
- two to four 2” paintbrushes, depending on table size for the painting station

Per student:

- one “Survivor” game sheet and pencil
- one *Chinette* paper plate (or brown construction paper circle)
- *Crayola* or other wax crayons, including black

Prep for Teachers

Prior to teaching, have all Internet sites bookmarked for easy access throughout the lesson. The *Pamunkey Indian Potters* site should be bookmarked on classroom computers for easy access by students during their individual time in the computer center, or on the computers in the lab for whole class use.

You should preview the video clip and cue it as indicated in the Learning Activities section.

Familiarize yourself with the lesson format and be sure to have all materials ready as listed in the materials section. Prepare the six or seven sacks for use with student groups. When using media, provide students with a **FOCUS FOR MEDIA INTERACTION**, a specific task to complete and/or information to identify during or after viewing of video segments, Web sites, or other multimedia elements.

Introductory Activity: Setting the Stage

1. Tell students they are going to play a game of Native American “Survivor.” Divide the class into six or seven groups, and give each group one object in a bag. Tell them to carefully study their object, brainstorm as a group, and fill out their game sheet with a number of ways they could use such an object to survive in the American wilderness. Remind them to think about the difference between “wants” and “needs.” They can imagine the object being larger, such as a complete animal hide, or a much longer bamboo pole. The object can be altered, as long as only natural materials are used, such as bending a stick or using heat or water. Tell them they have 5 minutes to brainstorm and compile their ideas. Adjust the time if necessary for students to complete the activity.
2. When time is up, ask each group to show their object and explain their ideas, using specific examples of how the object could be used. Use the transparency to compile the ideas, and compare information generated by each group.

Vocabulary:

artifacts	natural resources
Eastern Woodlands	pallisade
food	pictograph
longhouse	picture writing
Native American	shelter

Learning Activities

1. **CUE** the video at the opening title screen with the words: "Native Americans: People of the Forest." (1:00 on video streaming counter) Tell the students they are going to see a video that shows the daily life of typical Eastern Woodlands Indians, such as Pocahontas and her father, Chief Powhatan at the time Jamestown was founded. Explain that the video will show natural resources of the Eastern region and the different ways the Indians utilized them for survival. Provide a **Focus for Media Interaction** by saying, "The people of the forest were also known as the Eastern Woodlands Indians. Listen for the names of some of these Indian tribes." **START**, and **PAUSE** after "...Ojibwe, Powhatan, Fox, and Seminole, and many others." (1:25) Ask, "Did you hear any familiar names?" (answer: Powhatan) Say, "Have you heard of Pocahontas? She was a Powhatan Indian who spoke the Algonquin language. Her father was Chief Powhatan, who ruled the Powhatan Confederation, a group of many different Indian tribes who also spoke the Algonquin language. Pocahontas and her father lived among the Pamunkey Indian tribe in the eastern part of Virginia. Let's find out more about how these Eastern Woodlands Indians lived."
2. Provide a **Focus for Media Interaction** by saying, "Listen for some of the things the Indians in this region had to do to survive." **START** the video and **PAUSE** at 1:47, after the narrator says "...used snowshoes for tracking and hunting." Ask, "Did you hear some things that the Indians did to survive?" (Answer: Hunting deer, moose, other game animals, using snowshoes in the winter for tracking and hunting.)
3. Provide a **Focus for Media Interaction** by saying, "Let's listen for some more things the Indians had to do to survive. Think about our Survivor Game and the ways we decided to use our natural resources to survive. Let's listen and see if the Eastern Woodlands Indians used them in the same ways we did. In this segment, see if you can find out some of the natural resources they used to make what was needed for hunting and fishing." **START** the video and **PAUSE** at 2:13, when the narrator says, "Often using the bark of trees to cover their wigwams and teepees." Ask, "What else did the Native Americans use?" (Answer: Toboggans with dogs, canoes with torches, bark of trees to cover their homes.)
4. Provide a **Focus for Media Interaction** by saying, "Look and listen to this portion of the video to see if you can find some other things the Indians made using the natural resources they had in their region." **START** the video and **PAUSE** when the narrator says "...unusual masks which were used in special ceremonies." (2:50) Ask, "Can you tell me some things the Indians made using the natural resources they could find in the forest?" (Answer: baskets from the bark of trees; bowls, toys, flutes and masks; gourds made into musical instruments.)
5. Provide a **Focus for Media Interaction** by saying, "Let's listen for some more things the Indians used. Remember to listen also for the natural resources they needed to make the items used." **START** the video and **PAUSE** when the narrator says, "...deer skin ornament." (3:15) Ask, "What other things did the Indians use?" (Answer: weapons made from wood, clothing and ornaments made from animals, shell necklace, bear claw necklace, deer skin ornament.)
6. Provide a **Focus for Media Interaction** by saying, "Now we are going to hear about how the Indians came here and where they settled. In this next segment of the video I want you to be able to

tell me on what part of the North American continent did the Eastern Woodlands people settle?" **START** the video and **PAUSE** when the narrator says, "...Each of these groups lived in an environment that was unlike the others." (5:32) Ask, "Can someone point to the area on the map where the Eastern Woodlands people settled?" (Answer: Eastern part of the United States.) Ask: "Is that in the North, South, East or West part of the United States?" (Answer: Northeast and Southeast.)

7. Provide a **Focus for Media Interaction** by saying, "In this segment you are going to see more of how the Eastern Woodlands Indians lived. In this segment, tell me what was different about the daily life of Indian boys and girls." **START** the video and **PAUSE** when the narrator says "...hunting is for boys, it's just not fair." (4:11) Ask, "What was the difference between what Little Flower had to do and what her brother was able to do for the tribe?" (Answer: Boys got to hunt and fish, girls did all the work.) Say, "Did she think this was fair?" (Answer: No) Say, "Why do you think she felt that way?" (Answer: Girls could do the same things as boys.) Say, "What is different about their lives and the way we live today?" (Discuss differences.)

8. **Fast Forward** the video to 9:30 by clicking and dragging the box in the progress bar to the right. Provide a **Focus for Media Interaction** by saying, "I want you to listen for this information in the next part of the video: How did the Indians remove the bark from trees and how did they use the bark peelings?" **START** the video and **PAUSE** when the narrator says, "...It will take over thirty sections of bark to make a wigwam." (4:50) Ask, "What did they use to cut the bark so it could be peeled from the tree?" (Answer: a knife made from a stone.) "What other things did they use to make the wigwam?" (Answer: a bone awl to punch hole in the bark pieces, saplings for the frame, cattails for the skirt around the bottom.) Ask, "Does anyone remember why the cattails were used around the bottom?" (Answer: so air could come in during the summer.)

9. Provide a **Focus for Media Interaction** by saying, "See if you can find other ways the Indians used bark from trees to help them live. **START** the video and **PAUSE** when the narrator says, "...Many of our things are made of birch bark, even this cradle board." Ask, "Who can tell me some other things the Indians made out of tree bark?" (Answer: baskets and other containers, cradle board for carrying babies, etc.)

Culminating Activity

1. Tell students that they are going to learn about another type of container made and used by the Eastern Woodlands Indians. Say, "During our survivor game, what did we say the Indians could have made out of clay?" (Answer: could be used to make pots and bowls, containers for cooking and storage.) Tell students that the Pamunkey Indians were known for the picture writing found on their pottery. We can learn more about the culture of Native Americans by examining one method of communication used by them. Native Americans developed ways to record events and ideas using picture symbols called pictographs, or picture writing. Other members of their tribe understood the symbols they used. Explain that the Pamunkey Indians were known for their picture writing, found on pottery in the region where they lived. The Indians decorated their pottery with pictographs that actually depicted events that happened in their lives.

2. On the classroom computer, or in the computer lab, have students visit the web site *Pamunkey Indian Potters*. (http://www.baylink.org/Pamunkey/2fr_potters.html) They should look specifically

at the works of the following potters by clicking on their names listed in the menu on the web site: Martha B. Goldstein, Daisy Stewart Bradby, Bernice B Langston, Ida P. Miles. The story of Pocahontas and John Smith can be viewed on several pieces.

Hand out the Picture Writing Dictionary sheet. Ask students to translate the story of Pocahontas and John Smith by using the Picture Writing Dictionary. Go over the translation with them. Hand out paper plates and crayons. Ask students to create a story about themselves as if they had lived in Virginia during the time of Pocahontas. Their story should be used to decorate the plate, going around the inside edge, and should be done entirely in picture writing. Tell them to be sure to use information they have learned from the video in their story. To finish the plates, have students paint over the entire design with watered-down brown tempera paint. This will give the effect of a terracotta clay design. (An alternative method is to use a brown construction paper circle as the base for the picture story, markers and oil pastels for adding outlines and color.)

2. In the computer lab, have students take a telefield trip to various Indian museums and tribal web sites around the country. Have them collect information about food, shelter, clothing, art, and culture of tribes located in different regions. They should then record data about regional differences they find in their research.

3. Have students communicate via e-mail withkeypals from different areas of the United States to exchange information about Indian tribes indigenous to their area.

Assessment

1. Ask students to write a story translation of the pictographs used on the plate they made in the previous activity. Students can trade plates to try translating other stories.
2. After visiting several web sites about Indians in different regions of North American, have students compare the ways natural resources were used in the different areas.
3. Have students choose a region of the country and write in their journals what a day in the life of an Indian child might have been like there.

Cross-Curricular Extensions

Language Arts:

1. Have students read trade books about Native Americans in different regions of North America. Compare the cultures by location, land forms, natural resources, clothing, food, shelters, art forms, etc. Students can create plays about the Indians of different regions based on their reading and research.
2. Compare Native American pictographs with Egyptian hieroglyphics and Chinese ideographs. Describe similarities and differences, and how they were used in the culture in which they were developed.
3. Have students write poems, stories and songs about Native American life.
4. Have students visit the web site <http://www.geocities.com/Broadway/1001/poca.html> , *The Real Pocahontas*. At this site students can research the Powhatan Indians and the colonists during the founding of Jamestown. The site compares the real story with the movie created by the Disney studio.

Math:

1. Using colored pencils or markers, have students create a symmetrical design using geometric shapes and patterns found in Native American art. Designs should show examples with definite lines of symmetry.
2. Use Tangrams to design a Native American Pictograph. Students can create a symbol to represent a characteristic of themselves, such as fish, deer, flower, bird, Using tangrams design a Native American symbol. Some examples are; bird, fish, bear, or any other animal familiar to the Eastern Woodland Indians.

Music: Have students visit the website *Sounds* at www.canyonrecords.com/sounds.htm , where they can listen to a variety of Native American music. Have them identify instruments used (flute, drum) and brainstorm what natural resources are needed to create each instrument they hear. They can also compare the sounds made by different tribes from different regions of the country.

Social Studies:

1. Have students create a map of North America, and map the regions where tribes they have learned about were located.
2. Have students construct a model Indian village, including longhouses, palisade, and other things found in an Eastern Woodlands community. Students should compare early Indian communities with life in our communities today.
3. Have students create a map of Virginia and label the locations of the eight recognized tribes in Virginia.
4. Students could plan an Indian Fair, where they could create artifacts and display where they might have been used.

Art:

1. Students can create a pinch pot with terra cotta clay, and decorate it with a story using pictographs from their picture writing dictionary.
2. Using their picture writing dictionary as a source for design ideas, have students construct a sand painting.
3. Have students draw or construct an Indian home, and compare it to a picture or model of their own home. This activity can be expanded to include building a model of an entire Indian village and compare it to a map of their community.

Technology:

1. Have students choose a region of America and plan a PowerPoint presentation showing what they have learned about Native Americans of that region. They should include food, clothing, shelter, make-up of the community and any other details that would describe life in that part of the country. Presentations should be shared with others in the class in order to study many different tribes and regions.
2. Have students visit the following web sites to compare the lives of Native Americans living in different regions of the United States.
<http://trackstar.4teachers.org/trackstar/ts/viewTrack.do?number=39271>
<http://www.geocities.com/Heartland/Prairie/8962/nainfo.html>
<http://www.dickshovel.com/up.html>

Community Connections:

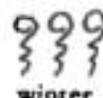
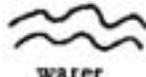
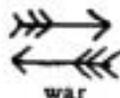
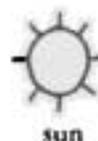
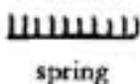
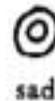
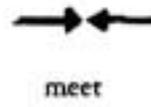
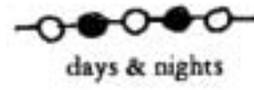
1. Plan a trip to a Native American museum or pow-wow so students can see first hand how Indians lived.
2. Invite a member of a local Indian tribe or an historian to visit the class to speak about what life was like for Indians in our region of the country.
3. Invite a group of Native American dancers to perform tribal dances for the school. This is an excellent way to expose students to Native American rituals and beliefs.
- 3.** Students could write to or conduct interviews with local Indian people.

Student Materials:

Survivor Game Sheet

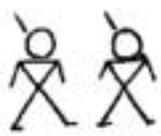
Sacks with natural resources (see materials list for instructions)

NATIVE AMERICAN PICTURE DICTIONARY



PAMUNKEY INDIAN PICTURE WRITING

Native American picture writing is easy to read. Pamunkey Indians are famous for their clay pots which tell stories. Here is a story written just the way the Pamunkey Indians paint them on the pottery they make. This is the story of Pocahontas and Captain John Smith.



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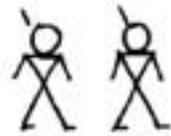
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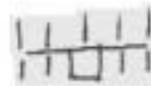
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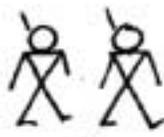
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TRANSLATION: 1. Indians 2. while hunting 3. discover 4. white man 5. standing 6. in shallow water 7. Indians 8. agree 9. to kill white man 10. at chief's seat 11. Indian maiden 12. disagrees with 13. Indian men 14. (and) makes no harm for 15. white man 16. but good wishes

